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Remarks:					
<p>I attach herewith a copy of our "Review and Evaluation of Career Trainee Systems" and also a copy of a study written by <div></div> and based on the answers provided by recent employees to the CSC's questionnaire.</p> <p>Please review these papers and be prepared to discuss our work in this field at a meeting of the committee to be called early in January. We are arranging to make these materials available to the junior members of the committee so that they, too, will be in a position to discuss them.</p>					
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FROM: NAME, ADDRESS AND PHONE NO.				DATE	
Gordon M. Stewart				9 Dec 68	

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27 NOV 1968

The Honorable John W. Macy, Jr.
Chairman
United States Civil Service Commission
Washington, D. C. 20415

Subject: Review and Evaluation of Career Trainee Systems

Dear John:

We are pleased to forward herewith the report which was drawn up by the committee we formed to evaluate the Agency's career trainee system. The committee that drew up the report was composed in accordance with the suggestions in paragraph 3 of the call for an evaluation. The report itself is based on written submissions from committee members and notes taken during two extensive reviews of a proposed text.

The very nature of this exercise prevented us from validating the individual criticisms of our system. However, we feel that we have learned a great deal and believe that in due time we will be able to determine the extent to which conditions needing correction are prevalent within the Agency. We will also be able to test the feasibility of some of the very interesting ideas which were advanced during the course of our talks.

I trust that this report will be useful to the Civil Service Commission in drafting its response to the President's call for a survey of this very important subject.

Sincerely,

/s/ L. K. White

L. K. White
Executive Director

Attachment

GMStewart (26 Nov 68)

Orig w/Orig of Attachment, 1 - Adsc
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1 - ER; 1 - ExDir; 1 - OP 1 - IG 1 - IG (w/h) (all w/o att.)

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YOUTH IN THE FEDERAL SERVICE

Career Trainee Management in the Central Intelligence Agency

INTRODUCTION

Concepts of career service underlie practically all personnel management in CIA. Most professional employees are recruited as young college graduates and are selected for their career interests and career potential. For management purposes they are assigned to one of several "Career Services", which in certain cases are further subdivided into groups, each of which encompasses a major functional area, includes the required numbers and kinds of personnel to carry out particular Agency-wide functional responsibilities, and constitutes a homogenous competitive area within which its members are developed and assigned. The heads of these Career Services select, train, develop, promote and deploy their personnel to meet current and long-range needs. They have long-term career responsibility for the members of their Services even when those members are assigned to other command jurisdictions.

Young professional employees enter the Agency through direct hire into one of the Career Services, or through a special selection and training program which is centrally

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-2-

managed for the Agency as a whole and which is called the Career Training Program. Those who enter through the Career Training Program are selected on the basis of general as well as specialized qualifications, and with a particular view to their developmental potential. They receive broad Agency training and orientation before they are transferred to one of the Career Services for duty.

PART I

A. Management of Career Trainee Systems

1. Current System

- a. What provision is made for ceiling and funds allocation or for otherwise insuring a continuing intake of career trainees?

The career trainee input requirements of the several Career Services and of the Career Training Program are developed annually and are included in the Advanced Staffing Plan which establishes the Agency's personnel input targets for each fiscal year. Each of the several Career Services determines the portion of total input which it wishes to come via the Career Training Program. They also determine the kinds of academic background and experience which are needed to suit current and prospective requirements. It is implicit that each component has allocated funds to support its requirement.

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- b. What provision has been made to monitor and coordinate career trainee development?

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The developmental programs in the Career Services and in the Career Training Program itself are designed to provide experience and training to suit individuals for levels of progressively greater responsibility in their career fields. Monitoring and coordination of developmental activities are achieved through Boards and Panels in each Career Service area. Throughout the organization, however, the supervisor is the key to effective career management.

- c. What criteria are used to determine the numbers of career trainees and the kinds of college majors or experience needed?

The nature of the job sets the requirements for Career Trainees. Thus the operating offices, in accordance with their functional responsibilities, determine the numbers of young professional employees who are needed and what their educational and experience qualifications should be. Requirements arise from a review of immediate, short-term needs and also from a continuing study of the size, composition, turnover rate and long-term trends in each of the Services. In this way rate of recruitment is related to future rate of advancement.

- d. What is the objective of the career trainee development program, a target position in a specialty, or general development?

The objectives of career management, i.e., career trainee developmental activities, are to staff the Agency

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with the best available individuals, to identify the most promising people, and to provide them the training and work experience which will equip them to take on increasing responsibilities. Generally, initial orientation is toward a specific job or type of job with required background. Then through in-house and external training and varied assignments, it is expected that the officer will enlarge his potential and make a place for himself in the line of succession to middle and top-level functional and management positions. ✓

- e. What has been done to insure that the target position does, in fact, require an incumbent with a college degree or equivalent?

There are no "target positions" as such; there are jobs to be filled at junior professional levels, each with its production and performance requirements. The educational requirements for incumbents are set by operating components and are reviewed by the Office of Personnel.

- f. To what extent are career trainees involved in planning and operating career trainee programs?

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To date, career trainees have been involved very little in planning and operating career trainee programs. Their interests, preferences and informal evaluations are consulted and taken into account, but there is no systematic provision for formal participation. Individuals can and do initiate requests for training or reassignment on an ad hoc basis.

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-5-

2. Evaluation

a. By management.

This is a task-oriented Agency, characterized throughout by an operational focus. Its relatively brief and active history, and the nature and variety of its responsibilities, some of which have been added in very recent times, are reflected in the diverse practices of its various components with respect to career management. We take it for granted that career management philosophy and practice will vary in the organization according to the functional concerns and operational objectives of the major elements. Each has been left to develop its own procedures, and Agency-wide, coordinated action exists at only two levels: the threshold Career Training Program, and the Mid-Career Program. What happens in between is a matter for local determination, with the attendant dangers of sporadic, ad hoc attention to individual interests.

Given the broad range of specialties required and the particular problems of security compartmentation, complicated perhaps by some of the "generation gap" problems familiar today, our managers' views vary with respect to the success of current system. Some doubt that it is entirely satisfactory. They do feel that the mechanism exists for implementation of career programs, but that improvements in implementation

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- 6 -

are desirable. In particular, it is necessary that the system be flexible and dynamic in keeping with the Agency's overall need to be the same. They recognize that differences in practice can result in inequities and can restrict the opportunities of individual employees for training and rotational assignments; and that a greater degree of Agency-wide review and policy guidance may be desirable.

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b. By career trainees.

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YES
positive*

We believe that most career trainees consider the Agency's management practices to be adequate. However, they are quick to identify certain deficiencies or points of criticism. These are cited here although there has been no way, in the time allotted, to evaluate them. This, as a general proposition, holds true of the career trainee evaluations given elsewhere in the report.

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The college degree requirement is unrealistic for too many of the jobs to which career trainees are assigned.

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The Agency does a good job of selecting career trainees and preparing them for the first job - but there is inadequate follow-through. Career Services appear to pay little attention to their people except for matters of promotion and occasional training.

Questions concerning training and rotational assignment are usually handled by the line supervisor and he often is unable or unwilling to do anything.

Career Trainees are looked upon as a sort of talent pool; a certain amount of "drudge" work is necessary and is expected, but many of them get bored and discouraged while waiting for something responsible to do.

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-7-

There are too many restrictions on rotational assignment, particularly across organizational lines.

Supervisors are too involved in operations to be concerned about personnel management.

The trainee rarely has an opportunity to express his opinions directly to the decision makers.

There seldom is a need for counseling, but we would like to feel that there is provision for it. In some areas there is only the supervisor to consult; in others it is left to overly junior people; and in others to senior officials who have little or no rapport with the young employee.

Young professionals are quick to recognize that their careers will depend upon performance and operational competence. They do not ask management to "develop" them; they ask it to give them a chance to show their mettle.

There appears to be no Agency concern for the interests of an individual employee, only a local concern in the unit to which he is assigned. If he is transferred to another component, he starts from scratch and has to prove himself all over again.

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The use of people is not planned sufficiently in advance. When I reported to my first assignment nobody had planned what I was to do.

c. Committee conclusions.

In their individual responses to the outline, members of the committee addressed a large proportion of their criticisms of the Agency's personnel management to this section. We discovered that they did so because of widespread belief in the Agency that our problems are deeply interrelated and can be treated most adequately in a discussion of the overall system rather than under separate headings. The committee accepted this line of

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-9-

thinking and in drawing up its conclusions ranged far — and wide.

We decided that the most important criticism leveled at management has to do with the apparent underemployment of college graduates during their first few years with the Agency. A number of them — and the nature of our inquiry was such that the exact number could not be determined — are known to be used in positions which do not require a college education. Representatives of our line managers explain that this circumstance arises from a practice long observed in the Agency of assigning significant numbers of new employees to routine, repetitive functions which, in addition to being necessary, are presumed to have training value. It is, however, recognized that changes in our mission have resulted in the extension of a number of college graduates in such positions for an unreasonable period of time. One member of the committee said that in his view this explanation is reasonable but that the Agency must consider whether its reaction time to changing circumstances has been too slow. The committee agreed that this is a problem which would bear further study. Concern about the negative effect of this situation on the attitude of persons still in college was expressed and it was agreed that loss of good college graduates during their first two years of employment has a negative

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-9-

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effect on recruitment. In concluding this part of the discussion, we agreed that there are wide areas of the Agency in which college graduates are hired into positions and assigned to responsibilities commensurate with their training at a very early date.

The committee feels that the overall structure of our several "Career Services" should be restudied to provide for better allocation of people, a greater degree of flexibility in responding to new missions and tasks, and broader opportunities for varied assignments and advancement for the individual. Our career services have grown up over the years and the lines that divide some of them have appeared to be increasingly artificial as we discover the same type of officer with the same background and the same career aspirations appearing on both sides of these lines.

Similarly, the committee agreed that a most careful study should be made of grade structure, promotion practices, and particularly competitive promotions. It is believed that in some instances the concept of competitiveness has been carried to the point that the areas of competition are too wide to be handled by single promotion panels. Subdivisions, although arbitrary and to a degree mechanical in nature, would be more manageable and might well result in the exercise of greater discrimination.

-10-

Finally, the allocation of authority for determining personnel actions has remained unsettled in many areas of the Agency. Decentralization is only partial in its effect with the result that there is a tug of war between subordinate echelons and superior echelons. Those offices having to do with the training and assignment of recently employed college graduates experience considerable difficulty in getting decisions.

3. Plans for the Future

In general, we believe that we have a career management program which, though decentralized, is responsive to the Agency's needs and which motivates and rewards its employees. We recognize the validity of some of the foregoing criticisms, however, and contemplate improvements along the following lines:

More widespread development and use of "cozer" lists.

Increased opportunities for rotational assignments, both to achieve greater utilization of manpower and to provide developmental experience.

More specific and timely identification of initial assignments for junior professional employees.

More systematic follow-up and counseling procedures for young professionals, particularly during their first two years in the Agency.

Periodic review of promotion and training policies among the Career Services, in the interests of equity and uniformity of treatment.

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-11-

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We intend to take the results of this and other recent personnel studies and assess the relevance and flexibility of our current program to the problems of today and the near future.

B. Career Trainee Assignments

1. Current Program

- a. What criteria are used to select career trainee assignments?

Career Trainee assignments are not identified as such; they are assignments which are considered to be introductory to the functional area in which the individual is expected to develop. They will vary with the requirements and the availability of positions in a given area. The abilities of the supervisor, the variety or location of the work, etc., are incidental considerations. In an Agency such as ours operational necessity sometimes will demand that needs come first and people must be assigned to meet them. Some assignments thus must be made in the hope that the person involved will "work out", because he is needed and happens to be the only person available at the time. We try to keep such situations to the minimum. With respect to the initial assignment, the preferences of the individual are taken into account to the extent possible. In the past few years the level of maturity of our new career trainees has increased significantly and it has become increasingly important that we select

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-12-

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- b. To what extent are rotational assignments used?

Rotational assignments are being used increasingly within the major components, particularly in those which afford the opportunity of headquarters/field rotation, or those whose functional concerns are broad enough to afford a variety of relevant experience.

- c. At what levels are assignments given? Local, headquarters, intermediate levels?

Assignments are given at local and intermediate levels, within guidelines established by the head of the Career Service or major component concerned.

- d. Who participates in the selection of assignments . . . ?

Management selects the assignments, taking into account insofar as possible the presumed interests, abilities and preferences of the assignees. In many instances this is done without consultation with the employee.

- e. How does the agency insure that assignments are interesting and involve productive work?

There is no systematic provision to insure that assignments are interesting and involve productive work. Generally speaking, managers and supervisors are fully aware of their responsibility to make effective use of their people.

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-13-

- f. How long is the career trainee in a trainee status, i.e., until he is assigned to the immediate target position?

Immediate target positions are not identified as such. The trainee is assigned to a job when his formal introductory training is completed, which may be within a few weeks or several months. Generally speaking, he is considered to be in a trainee status, even though assigned to a position, during his probationary year and, in certain functional areas, for even longer.

- g. Are assignments sufficient, in content and length, to prepare the career trainee for his immediate target position?

Assignments are sufficient to provide an introduction to the career area in which the trainee is expected to develop.

2. Evaluation

- a. By management.

Management of career trainee assignments generally is left to the major operating components. There is no formal system to insure the correct assignment in every case. In those areas where requirements and functional responsibilities are relatively predictable, a generally good job is done and instances of dissatisfaction are few. In other areas, particularly those which extend overseas and are subject to being influenced by sudden shifts in external circumstances, management is sometimes forced to plan assignments on a short term ad hoc basis. As a gen-

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-14-

eralization, it can be said that assignments of young professionals are based on operational need, tempered by as much consideration as circumstances will permit of the interests and preferences of the individual. From management's point of view, the assignment practices of the Agency are sound.

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b. By career trainees.

Local autonomy in making assignments results in a certain amount of expedient action and mal-allocation of people. In general, the young professional is reasonably well assigned. In particular, poor assignments are made, arising out of two main causes: (1) short-term problems of operational necessity which require supersession of long-run personnel management principles; and (2) indiscriminate slot-filling for its own sake. Some incidence of these two phenomena is unavoidable in a large organization with an active mission, but we could control them better than we are doing at present.

c. Committee conclusions.

In its discussion of this subject the committee surfaced a number of problems which had not been mentioned in the written submissions made by committee members. At the conclusion of our discussion it was agreed that the following matters are of sufficient importance to warrant further study.

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-13-

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In some parts of the Agency positions which become open are advertised and in others this practice is not followed. The result, in the latter, is that an individual seeking to move from one position to another may "walk the halls", making personal inquiries among friends and acquaintances as to possible openings and depending on an informal system of contacts and influence to forward his career.

Individuals on detached service from one Career Service to another sometimes suffer in career advancement. The service to which they are attached is not responsible for their promotions or future assignments and the service from which they come tends to forget them.

There is less rotation between Career Services than there should be.

When a person is initially assigned to one Career Service or another his future rate of advancement may be prejudiced. In some there is considerable headroom and he may expect to move up at a rate equal to or sometimes better than that which obtains generally in Government. In others, headroom is tight and advancement slow. These inequalities have an effect upon morale.

Some components of the Agency make use of the development complement technique to create flexibility for assignment of personnel, to handle short-term and unexpected tasks, and to accommodate the assignment pressures which arise in connection with headquarters/field rotation. Others do not, with the result that people sometimes are assigned artificially because of T/O limitations and their talents are underutilized.

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In some areas the qualifications ~~are~~ required of new employees have been increased in recent years, with the result that a number of individuals hired before these changes were made find themselves at a disadvantage in the processes of assignment and advancement.

-16-

C. Education and Training

1. Current Programs

- a. What kinds of off-the-job training are included in the program?

Off-the-job training programs include training conducted by our own Office of Training and other Government agencies, by Service Schools, colleges and universities, and technical schools. The kind and amount of such training varies with the needs of each Career Service. For example, some Career Services are involved in Cooperative Work-Study Programs which begin while prospective career trainees are still enrolled in college. Other Career Services offer technical training or full-time advanced study to selected officers at more senior levels who need to keep abreast of developments in their professional fields. Generally, all Career Services encourage career trainees to continue studies which will improve their knowledge and competence.

- b. What percentage of time is spent in off-the-job training by the trainee?

Time spent in off-the-job training varies widely, depending upon the needs of the Career Service and the needs, preference and abilities of the trainee. It may range from 5% to 25% or more of one's time during his early years of service, averaging close to 10%.

- c. How is off-the-job training selected for the individual trainee?

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-17-

Training usually is related to the current or a projected assignment; if not, it is provided to prepare the trainee for higher level duties.

- d. To what extent is extragovernmental training used?

Extragovernmental training is used to a very considerable extent, particularly at graduate levels in relevant academic disciplines and in technical fields.

- e. What steps are taken to assure a balance among classroom training, on-the-job training, and productive work assignments?

This question implies that a desirable balance exists among classroom training, on-the-job training, and productive work assignments. We believe that this balance is different for each trainee, depending upon his needs and the needs of his Career Service area. Productive work assignments are emphasized, with appropriate training encouraged when it will enhance productivity or develop potential for future assignments.

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2. Evaluation

- a. By management.

The Agency does well by its employees in providing education and training. Training is considered a key part of career development and has the encouragement and support of management. As the Agency has grown more mature, and as more supervisors have come up in a system in which they have received training themselves, the attitude toward

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-13-

training has become more positive. ✓

b. By career trainees.

Too many supervisors have taken a narrow view of training, and favor only that which is specifically related to the current assignment. Thus they are loath to release young officers for training of general developmental value, and are reluctant in suggesting training which may take significant time away from the job. A wide variety of constructive programs are available, but they should be related more systematically to developmental objectives and not just to job needs. Trainees recognize, however, that a growing number of supervisors are aware of the content of training and thus can understand and appreciate the training which their new employees have received.

c. Committee conclusions

The committee concludes that training is an important part of a career program and the Agency, generally, does well. We recognize, however, that we are still deficient in long-range planning of education and training, and that there is no uniform awareness of training - and its importance - among the major components. The growing involvement of supervisors at all levels in training, as participants and as instructors, is helping to develop a more general appreciation of the program, and the realization is growing that there is no excuse for this Agency not to have adequately

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-19-

D. Selecting and Motivating Supervisors for
Career Trainees

I. Current Programs

- a. What criteria are used for the selection of supervisors for trainees?

There are no particular criteria for the selection of supervisors for career trainees. Young professionals are assigned where needed, to positions which involve useful work and afford some relevant developmental experience. Supervisor selection generally is based on operational competence, performance, seniority, and the happenstance factors which may affect any given choice.

- b. What methods are used to prepare this supervisor for training young professionals?

The Agency for several years has emphasized management and supervisory training at intermediate and senior levels. We have no adequate measure of the effectiveness of this training.

- c. How and by whom are supervisors chosen?

Supervisors are chosen by the chain of command, for various reasons bearing on their over-all effectiveness. No particular emphasis is placed on their abilities as supervisors of career trainees.

- d. How are supervisors evaluated on their performance as career trainee supervisors?

Annual fitness reports evaluate their total performance, including their ability to supervise trainees.

-20-

2. Evaluation

a. By management.

In earlier years, and to some extent today, inadequate supervision was the greatest single cause of discontent among junior employees, affecting, as it does, almost all aspects of career development. The Agency has made a serious effort to improve by increased attention to training, and progress has been made. In general, supervisors are conscious of their overall responsibilities as leaders and sensitive to the particular requirements of supervising young people, but some will always be less than ideal. It appears, also, that we have some internal manifestation of the external "generation gap" not only in general terms but in terms of the older supervisors' knowledge of the tremendous progress in today's education and technology. All levels of management have been alerted by the Director to the need to concentrate on what might be called flexible maturation at all levels to insure, among other things, the ability to secure, motivate and retain topflight young people.

b. By career trainees.

Trainee evaluations tend naturally to reflect a limited range of experience and observation. As a generalization, they recognize that operational competence is a valid - and is usually the primary - basis on which one is promoted to a supervisory responsibility, but it

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-21-

tends to be overdone. A number of critical observations were made, such as:

The success achieved by the Agency in selecting its first-line supervisors has a critical bearing upon the success of the new employee's early career development. The immediate supervisor has virtually complete responsibility for definition of the work assignment, for training and for counseling. Not enough effort is expended by management in monitoring supervisory performance at junior levels.

Too many supervisors are so involved in the production part of their job that they fail to recognize their responsibility to guide their young employees who are just getting started.

The personnel part of the supervisor's job is not given sufficient emphasis on a continuing basis. There should be more incentives to good performance in this respect.

The trainee's contact with management stops too often at the immediate supervisory level and he feels that echelons above have no interest in what happens to him.

At junior levels there are a number of supervisors who are less qualified in overall respects than the young professionals they supervise.

c. Committee conclusions.

The Agency ordinarily places college graduates under supervisors who are themselves college graduates, and we have assumed that the individual who is advanced to a supervisory position is capable of holding it. The points made by trainees would lead one to question that general assumption, and the committee concludes that we should consider the steps which might be taken to weed out the weak supervisors.

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-22-

E. Counseling Career Trainees

1. Current Programs

- a. What provision is made for counseling career trainees?

There is no uniform system for counseling trainees. Techniques and procedures vary among Career Services, and are influenced by such factors as the nature and location of the organizational unit, the functions performed, and the managerial style of the chain of command. The objectives of counseling are fairly consistent - to promote the job satisfaction and the performance of trainees generally, and to anticipate or alleviate problems - but methods are largely a matter of local determination. Counseling is considered to be a normal and on-going function of supervisors and no special provision is made for other counseling channels.

- b. What criteria are used for the selection of counselors and what assistance is given to help prepare them for their role as counselors?

There is little or no formal counseling of career trainees and thus no Agency criteria for the selection and training of counselors. In those Career Services or organizational units where personnel counselors have been designated, they usually are senior officers who are aware of career possibilities and requirements in their respective areas and know the current employment situation.

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-23-

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2. Evaluation

a. By management.

Management generally considers that present arrangements are practicable and satisfactory. It is recognized that the absence of a more visible career counseling program may be a gap felt by many junior employees, but it becomes evident as needs arise that a good deal of counseling is available on both administrative and personal matters. Top command recently has expressed concern on this subject and has directed that greater emphasis be placed on counseling. It is the majority view that counseling arrangements should suit the circumstances of the functional area or Career Service concerned.

b. By career trainees.

Career trainees regard the absence of or inadequate attention to counseling as an area of significant weakness in our personnel program. Some comment that counseling is excellent during the introductory period of formal training and settling into the job, and then lapses. Others note the impersonality or the variously exhortatory or chiding nature of counseling sessions. Others comment that counseling appears to be left to supervisors, by default, and the latter are overly concerned with getting the job done. Perhaps the major criticism is that counseling is

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-24-

"too little or too late". These are subjective reactions, and we have no valid measure of the extent to which such views are held. They are symptomatic, however, and suggest that we are not paying enough attention to the trainee's need for communication and for a better understanding of the "why" as well as the "what" of his role in the Agency.

c. Committee conclusions.

The committee recognizes that the counseling which young employees want is not hand-holding, but is realistic information and advice about the opportunities and requirements for career development in the Agency. There is a renewed awareness of counseling in the Agency and an emphasis on its significance, and we are doing something about it, but the impact is not yet general down the line. There is much more to do. We conclude further that counseling has to be an organic part of the management function; it can not successfully be superimposed upon, or apart from, the supervisory chain of command.

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F. Program Evaluation

1. Current Programs

- a. What criteria are used to evaluate the effectiveness of the career trainee programs?

No uniform criteria are used to evaluate the effectiveness of programs Agency-wide on a regular and continuing basis. The continuing interest and concern of top management

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-23-

are expressed through command channels; evaluative studies on particular aspects of programs are done irregularly by central staff units of the Offices of Training and Personnel; committees and task forces are established from time to time to examine broad aspects of professional manpower management; and the Office of the Inspector General conducts periodic surveys of Agency organizations and functions which include evaluation of trainee programs. Career Trainees critique their training courses and are able, through normal supervisory channels, through suggestion programs, and through informal discussion and the "grapevine" to express their views on other aspects of their programs.

- b. What techniques are used to evaluate programs?
- c. Who is involved in the evaluation process?
- d. To what extent is the career trainee involved in the evaluation of his own program?

ANSWERED IN a., ABOVE.

2. Evaluation

- a. By management.

The present decentralized system works satisfactory. There is fairly constant evaluation and feedback to management through existing channels and procedures, but on a local basis; operating components know fairly well what is going on, but there is no general overview.

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-26-

b. By career trainees.

There is need for a consistent and continuing review of career trainee programs on an Agency-wide basis. Present systems work fairly well, but because individuals here and there use good managerial judgment rather than because of any systematic organizational concern about such matters. Reliance upon local discretion is generally a good principle, but in a compartmented organization it can be overdone and can accentuate a narrow rather than broad view of employee development.

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c. Committee conclusions.

We recognize that our program evaluation techniques in the Agency, summarized in paragraph 1a, above, get only partial and spotty results. The questionnaire which currently is being administered to a broad sample of recent young professional employees will, we expect, provide good insights into the workings of some aspects of our personnel management programs, and we plan to use the results of this and similar techniques in effecting improvements in the future. The committee regards this subject as a piece of unfinished business and will take it up again.

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PART II

- A. Through what channels does your agency insure that the ideas and suggestions of young employees are solicited and considered by the managers with authority to act?

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-27-

With respect to formal training programs, trainees critique their courses and are invited to register their evaluations and suggestions. Otherwise, ideas and suggestions are solicited and considered through normal supervisory channels, through employee suggestion programs, through occasional counseling sessions, and through informal discussion.

- B. To what extent do career trainees participate directly in the design of their training programs and in the structure and content of their work programs?

Trainees do not participate directly in any formal sense. As noted in A above, there is opportunity for discussion, suggestion, expression of preferences, and critical evaluation, but within the context of normal work environment and supervisory relations.

- C. To what extent can young people working in the Federal Government serve as a link between the Government and the student community?

Young employees can serve as a link between the Government and the student community to the extent that they can be used in public relations activities, particularly with respect to their colleges and home communities, and in field recruiting.

- D. How can minority group participation in career training programs be increased?

Minority group participation in career trainee programs will be increased to the extent that we can find professional candidates who